

Healthy, Wealthy, and Wise: implications for the lifelong learning workforce

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Scotland's Learning Partnership



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Welcome and aims

- To discuss the themes in the eight thinkpieces:
 - What features of future workforce development models do the papers suggest?
 - What's missing? (There must be *something!*)
 - How could a new model or models be tested?
 - Who else needs to be involved in taking this work forward?

Today's discussion

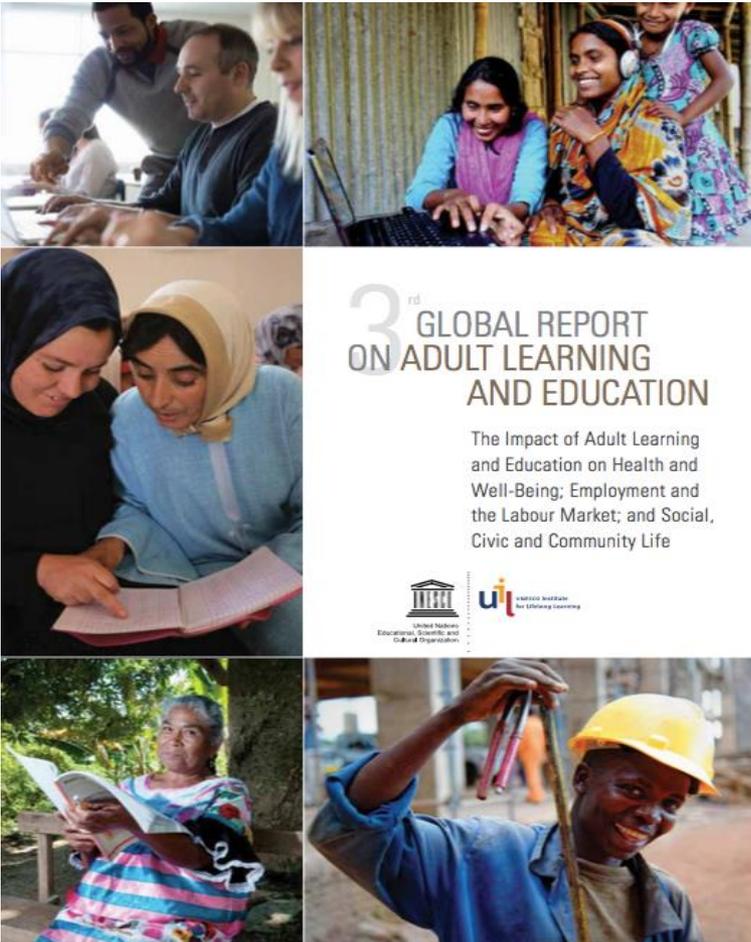
- A reminder of the project
- Background: *Healthy, Wealthy and Wise*
- Thinkpiece themes and possible models
- Next steps

Project

- Commission eight thinkpieces
- Hold a symposium, edit papers and add introduction and conclusion to next draft
- Share a draft of the document with each of the UK impact forums for comment, as well as the E-Platform for Adult Learning in Europe
- Develop possible models for workforce development
- Lead to the forthcoming publication, *Healthy, Wealthy and Wise: implications for adult learning workforce development*, 2019.

BACKGROUND

Third Global Report on Adult Learning and Education (2016)



© Unesco, UIL, 2016

The 'overlapping benefits'

“...No matter where in the world they live, adult learning and education helps people become **healthier**, to improve their **economic** prospects, and to be more informed and active **citizens**.”

UNESCO Institute for Lifelong Learning (2016) *Third Global Report on Adult Learning and Education*, p.21

What types of learning are most impactful?

“The impact of learning depends not only on the quantity of the experience and qualifications achieved, but also on the quality and nature of the learning, including its appropriateness to the individual and the individual’s engagement throughout the learning process.”

Tom Schuller, 2017. What are the wider benefits of learning across the life course? (Review commissioned as part of the UK Government’s *Foresight Future of Skills and Lifelong Learning*.) Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635837/Skills_and_lifelong_learning_-_the_benefits_of_adult_learning_-_schuller_-_final.pdf



What are the wider benefits of learning across the life course?

Contents

The impact of adult learning on:

- Health and well-being
- Work and employment
- Community life

Implications for policy and practice

What needs to be done?



KEY FACTS

Total real terms spending on post-16 skills approx:

 **£60.6bn** in 2014/2015

Roughly equivalent to 2.81% of UK GDP.

Made up of

 **£22.1bn**
state investment,

 **£23.7bn**
from employers

 **£14.7bn**
from individuals

individual spending up
37% in five years

and driven by the expansion of
loan funding.

Individual investment has grown as state
spending has retreated.

Employer investment has held steady in
England, but has dropped in Scotland,
Wales and Northern Ireland.

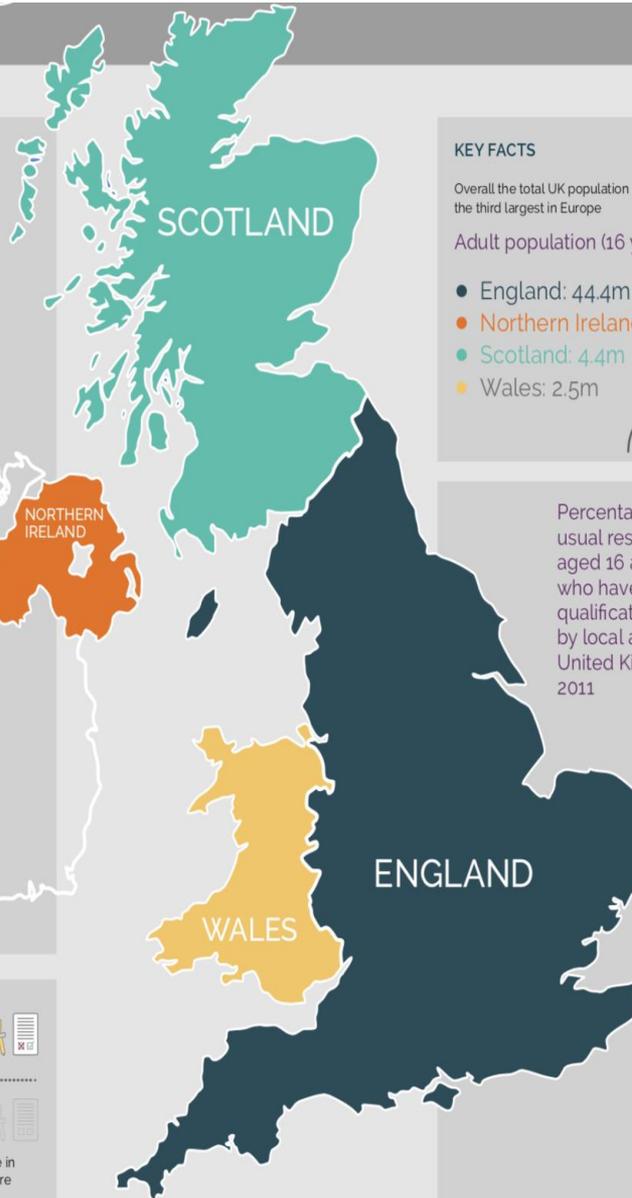
Source: The New Economy research
for the UK Government Foresight
Review on the Future of Lifelong
Learning and Skills (2017)

ESSENTIAL SKILLS

9.0m
people lack essential skills
like literacy or numeracy.

13.5m
people lack basic digital skills.

One     
out of
two     
people with low literacy or numeracy are in
work. People with essential skills are more
likely to vote and be active citizens.

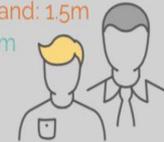


KEY FACTS

Overall the total UK population is 65.6m,
the third largest in Europe

Adult population (16 years +)

- England: 44.4m
- Northern Ireland: 1.5m
- Scotland: 4.4m
- Wales: 2.5m



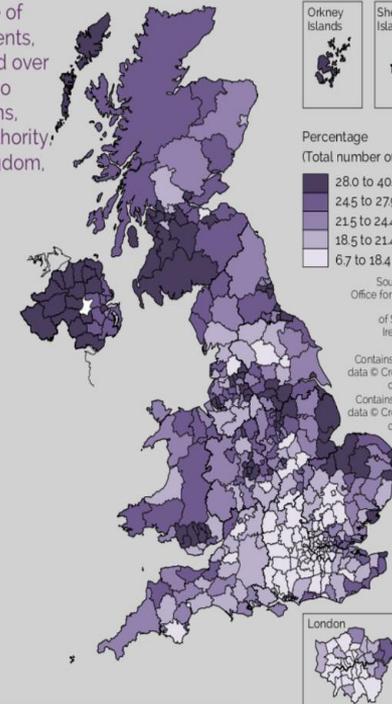
In 2016 in the UK, 18% of people were aged 65 and over,
and 2.4% were aged 85 and over.

Employment rates (16-64 years,
November 2017)

- England: 75.4%
- Northern Ireland: 68.1%
- Scotland: 75.2%
- Wales: 72.5%

These are among the highest in Europe, but up to 5 m
people are in temporary or insecure work

Percentage of
usual residents,
aged 16 and over
who have no
qualifications,
by local authority,
United Kingdom,
2011



Percentage
(Total number of areas - 406)

28.0 to 40.5	(83)
24.5 to 27.9	(83)
21.5 to 24.4	(77)
18.5 to 21.4	(84)
6.7 to 18.4	(79)

Source: 2011 Census -
Office for National Statistics,
National Records
of Scotland, Northern
Ireland Statistics and
Research Agency
Contains National Statistics
data © Crown copyright and
database right 2013
Contains Ordnance Survey
data © Crown copyright and
database right 2013

What needs to be done?

In looking at the challenges and how learning helps, we identified twelve things that need to be done to maximise the impact of adult learning in the UK.

Health	Work	Communities
<p>1 Social Prescribing, supporting learning linked to health, work and communities should be strategically extended across the UK.</p>	<p>2 Investment in adult learning should be increased, by</p> <ul style="list-style-type: none"> a) the state: giving greater flexibility; b) employers: embedding learning in their organisations and c) individuals: personal learning accounts & learner loans. 	<p>3 Offer lifelong and life-wide opportunities, to break inter-generational cycles of difficulties and redress disadvantage and inequity for everyone, including those who have come to live and work in the UK.</p>
<p>4 An integrated approach to health and associated services, including adult learning, at local levels, integrating multi-disciplinary teams to avoid unnecessary duplication, should be adopted.</p>	<p>5 A Careers Advancement Service should be established, which helps people to progress in work, building on lessons learned from initiatives from across the UK.</p>	<p>6 Government departments must embrace the demonstrable value of adult learning & education, in addressing key strategies and policies, acknowledging that it is the responsibility of more than the education and skills departments.</p>
<p>7 Person-centred curricula, using an asset-based approach, to enhance capabilities and existing knowledge, should be adopted.</p>	<p>8 Inclusive learning pathways, offering diverse access points and routes to development, to help address skills shortages and fill empty posts, should be created and promoted. Routes should embrace basic skills to HE and include STEM fields.</p>	<p>9 A universal entitlement to essential/basic skills, adopting an asset-based approach and using a range of capabilities must be established to help everyone learn, develop and contribute.</p>
Infrastructure recommendations		
<p>10 Dual professionalism must be developed and supported enabling training for professionals in health, community and employment in relation to adult learning. Professionals in adult learning must have an opportunity to work with colleagues in health, community and employment services using partnerships, peer and mentoring approaches.</p>	<p>11 Adult learning providers of all kinds should be supported to assess outcomes and impact in a systematic and comparable way. This should build upon the good practice that already exists in UK and European adult learning.</p>	<p>12 Promote sustainable development education for adults, by supporting the development of new curricula and staff development. Devolved administrations should adopt and work within UK guidelines.</p>



SOME IMPLICATIONS FOR POLICY AND PRACTICE (INITIAL THINKING)

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Common priorities for action?

Policy



Practice

1. Social prescribing includes learning
2. Better, more balanced investment in adult learning
3. Lifelong and life-wide approaches to educational policy

- a. Work in multi-agency teams and across sectors
- b. Support learning in the workplace and linked to labour market

Common priorities for action?

Policy



Practice

4. Integrated and aligned public services that include adult education
5. Careers Advancement Service
6. Outcomes-based approaches to funding learning

- c. Gather and use data about the wide range of impacts that adult learning has
- d. Develop collaborative leadership approaches

Common priorities for action?

Policy

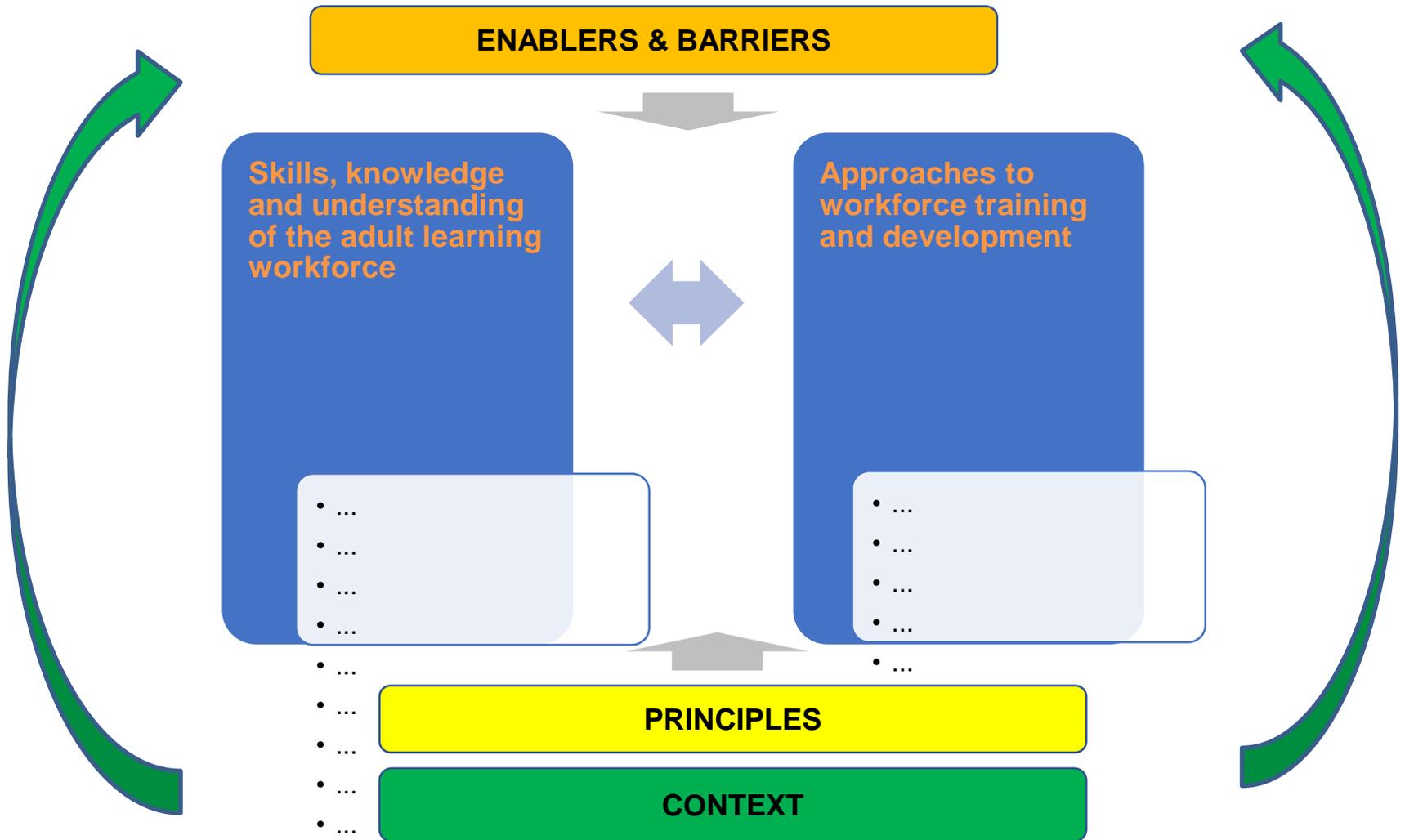


Practice

7. Person centred curricula, asset-based approaches
8. Inclusive learning pathways into work and in work
9. Universal entitlement to basic skills
10. Education for sustainable development

- e. Co-produce and co-create learning with adults and communities
- f. Embrace dual professionalism / joint practice development

THEMES AND MODELS



ENABLERS & BARRIERS

Skills, knowledge and understanding of the adult learning workforce

- ...
- ...
- ...
- ...

Approaches to workforce training and development

- ...
- ...
- ...
- ...

PRINCIPLES

CONTEXT

Framework for thinking

- How far does this model / framework reflect the themes raised? How can we improve on this?
- Where do the themes sit within the model?
- (Feel free to draw ...)

Break

Priorities and examples

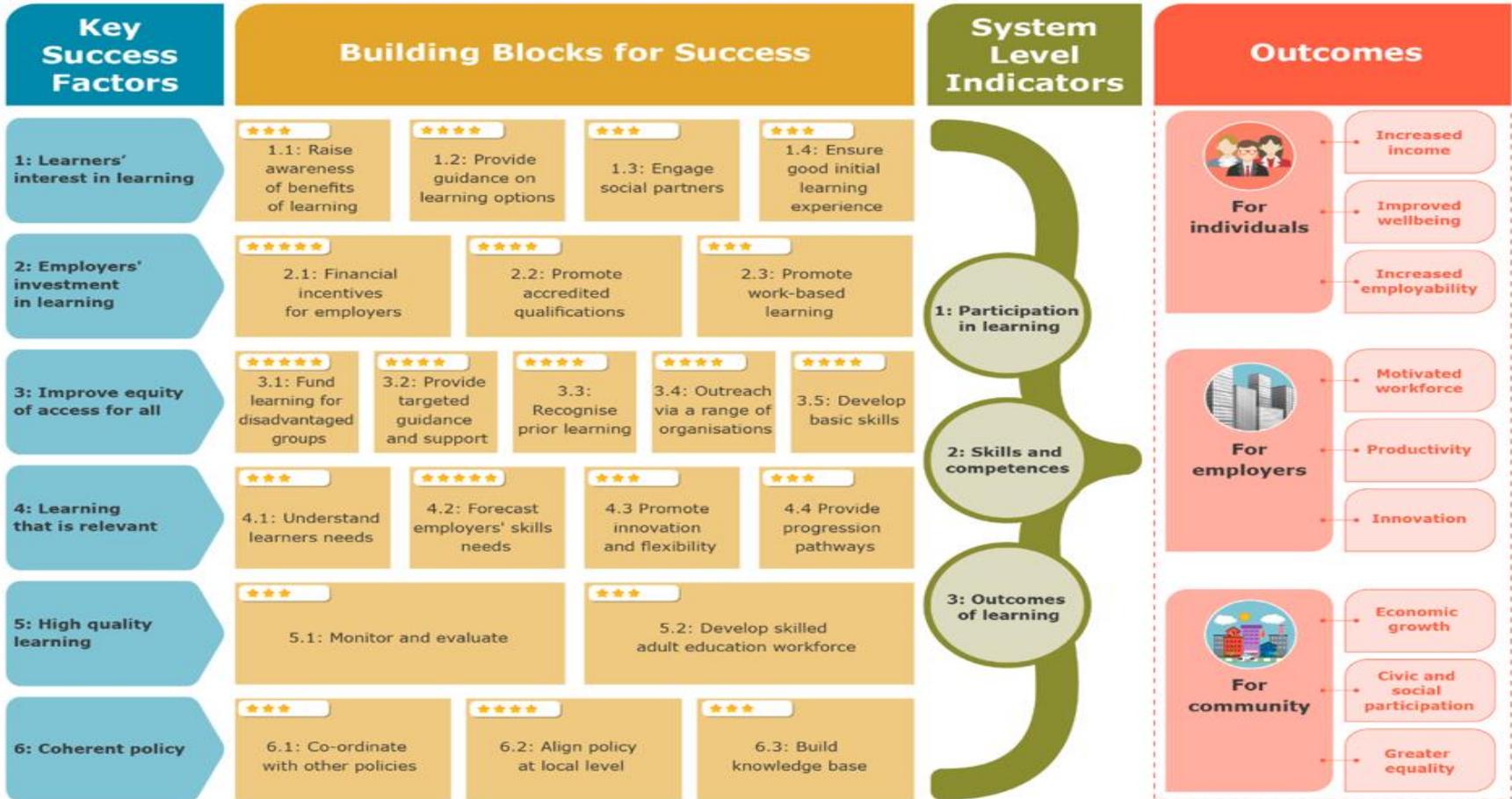
- Agree up to four workforce development needs
- Explore approaches that will work
- And identify examples (where they exist)

INTRODUCTION TO THE REPORT

Context

- The think-pieces drew attention to the current context within which lifelong learning operates...
- **Which are the most important we should draw attention to in the introduction to the final publication?**

European Conceptual Framework



European Commission, Directorate General for Employment, Social Affairs and Inclusion (2015).
An in-depth analysis of adult learning policies and their effectiveness in Europe

Key Success Factors

Building Blocks for Success

1: Learners' interest in learning

★★★★
1.1: Raise awareness of benefits of learning

★★★★★
1.2: Provide guidance on learning options

★★★★
1.3: Engage social partners

★★★★
1.4: Ensure good initial learning experience

2: Employers' investment in learning

★★★★★★
2.1: Financial incentives for employers

★★★★★
2.2: Promote accredited qualifications

★★★★
2.3: Promote work-based learning

3: Improve equity of access for all

★★★★★★
3.1: Fund learning for disadvantaged groups

★★★★★
3.2: Provide targeted guidance and support

★★★★★
3.3: Recognise prior learning

★★★★★
3.4: Outreach via a range of organisations

★★★★★
3.5: Develop basic skills

4: Learning that is relevant

★★★★
4.1: Understand learners needs

★★★★★★
4.2: Forecast employers' skills needs

★★★★
4.3 Promote innovation and flexibility

★★★★
4.4 Provide progression pathways

5: High quality learning

★★★★
5.1: Monitor and evaluate

★★★★
5.2: Develop skilled adult education workforce

6: Coherent policy

★★★★
6.1: Co-ordinate with other policies

★★★★★
6.2: Align policy at local level

★★★★
6.3: Build knowledge base

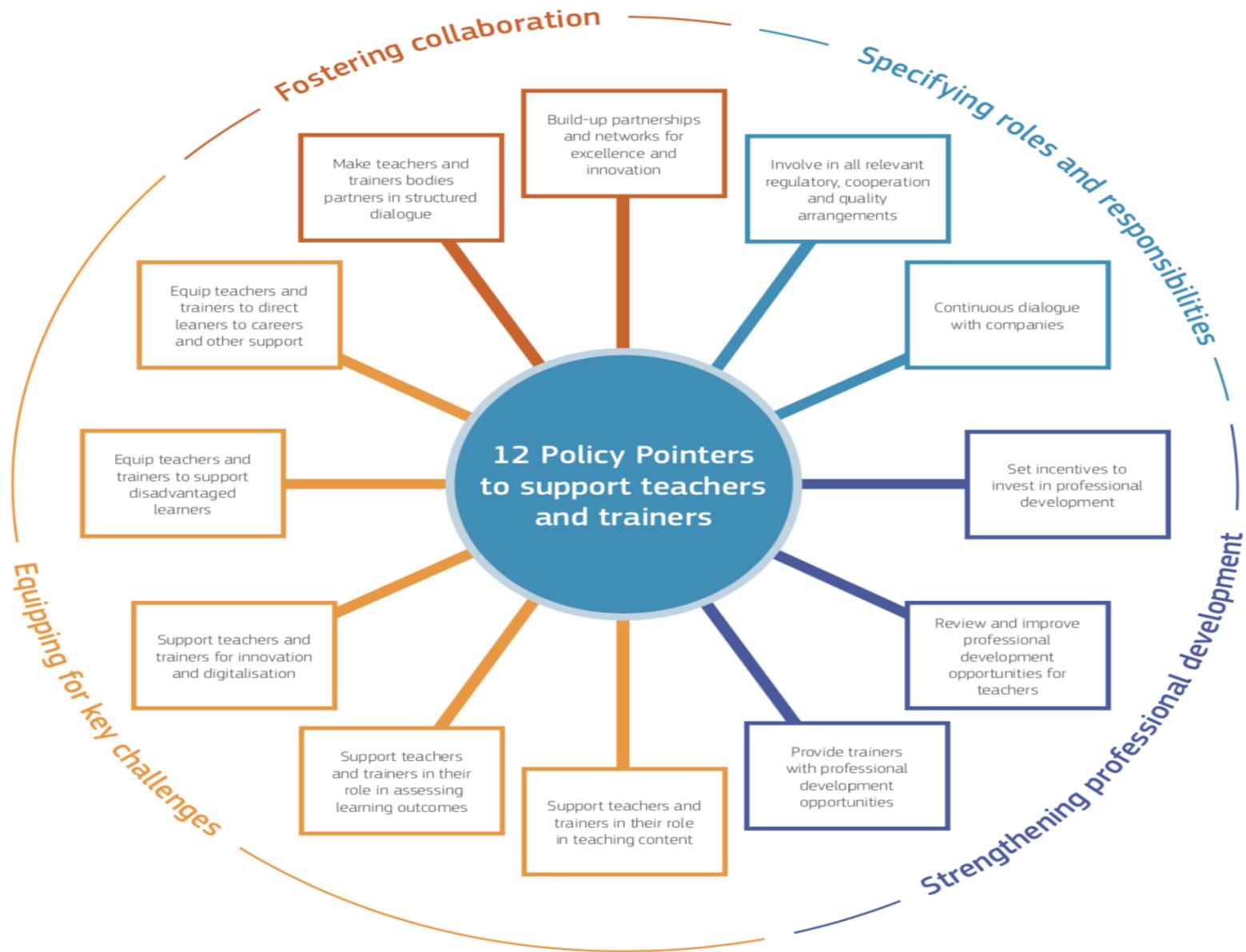


Teachers and Trainers Matter

How to support them in high-performance apprenticeships and work-based learning

12 policy pointers

Proposed by the ET 2020 Working Group on Vocational Education and Training
(January 2016 – June 2018)



Developing a skilled adult education workforce

- Seen as a quality issue in relation to front-line curriculum staff / teachers
- Mainly about initial teacher training, continuing professional development, and (very occasionally 'dual' professionalism)
- Not much focus on leaders and managers...

Andragogy

- 'Self-diagnosis' by learner
- Learner assumes partial responsibility
- Teaching – learning transaction is mutual responsibility or teachers and learners
- Evaluative procedures and criteria to judge are partial responsibility or learners
- Experiential techniques are particularly suited

– Based on Knowles's work in Brookfield, S. 1983. *Adult Learners, Adult Education, and the Community*, OU. (151)

Tough's five implications

1. Look at teachers as learners
2. Add 'major personal change' to the curriculum
3. Skills exchange / peer matching service
4. Freedom to learn (explore a subject the way you want to)
5. Decrease the emphasis on credit: "reducing the emphasis on credit could reduce the monopolistic aspect of adult education"

Tough, A. 1976 'Self-planned learning and major personal change.' in Edwards, R. et al (ed.), Adult Learners, Education and Training. 1993.

Richard Edwards (1993)

“The transmission of learning, of bolting on a particular canon or skills to people as they progress down the production line of education and training, is in the process of being replaced by individual learning programmes tied to the needs of particular individuals, mixing elements of formal, non-formal and informal learning.”

But educators' professional boundaries can be a limiting factor... Need to recognise their role in the power dynamic.

‘The Inevitable Future? Post-Fordism in work and learning’.

Post-Fordism (Edwards)

Societies are increasingly characterised by:

- Diversity
- Differentiation
- Fragmentation

NOT

- Homogeneity
- Standardisation
- Mass production

Our approach to adult learning?

Freire's model

- Learner-teacher dialogue to enable reflection
- Learners as agents to 'act back' in order to change
- Harmonise reflection and actions (Praxis)

- But no education can be a neutral space
- Literacy education can only assume a political perspective (result of oppression)

Learning Through Life (2009)

‘Broadening and strengthening the capacity of the lifelong learning workforce’ (recommendation 7):

- Broad definition of the LLL workforce (inc. careers, support staff, paraprofessionals)
- Link with schools and early years, ULRs, learning champions
- Link with health, probation, citizens’ advice, range of voluntary sector bodies
- Online repository of materials



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